

ALMA ELEMENTARY

213 Alma Street
Gaffney, SC 29340

GRADES K-5 Elementary School

ENROLLMENT 246 Students

PRINCIPAL Jean B. Brewington 864-489-4742

SUPERINTENDENT Dr. William B. James 864-902-3500

BOARD CHAIR Ms. Ola H. Copeland 864-489-9528

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	42	51	4	0

IMPROVEMENT RATING:

GOOD

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS:

YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Average	N/A
2002	Average	Unsatisfactory	N/A
2003	Average	Unsatisfactory	No
2004	Average	Good	Yes

DEFINITIONS OF DISTRICT RATING TERMS

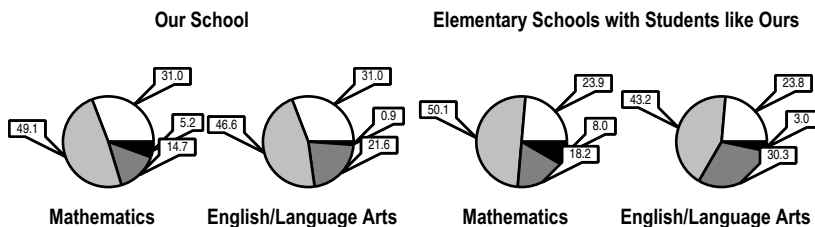
- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

72.5%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)



Definition of Critical Terms

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	120	99.2	31.0	46.6	21.6	0.9	36.2	Yes	Yes
Gender									
Male	64	100.0	39.7	41.3	19.0	0.0	30.2		
Female	56	98.2	20.8	52.8	24.5	1.9	43.4		
Racial/Ethnic Group									
White	77	98.7	28.4	45.9	24.3	1.4	40.5	Yes	Yes
African-American	40	100.0	35.0	47.5	17.5	0.0	30.0	Yes	Yes
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	108	99.1	24.0	51.0	24.0	1.0	40.4		
Disabled	12	100.0	91.7	8.3	0.0	0.0	0.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	120	99.2	31.0	46.6	21.6	0.9	36.2		
English Proficiency									
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	117	99.2	30.7	46.5	21.9	0.9	36.8		
Socio-Economic Status									
Subsidized meals	83	98.8	36.7	43.0	19.0	1.3	34.2	Yes	Yes
Full-pay meals	37	100.0	18.9	54.1	27.0	0.0	40.5		

Mathematics - State Performance Objective = 15.5%									
All Students	120	99.2	31.0	49.1	14.7	5.2	38.8	Yes	Yes
Gender									
Male	64	100.0	33.3	47.6	9.5	9.5	38.1		
Female	56	98.2	28.3	50.9	20.8	0.0	39.6		
Racial/Ethnic Group									
White	77	98.7	28.4	48.6	16.2	6.8	43.2	Yes	Yes
African-American	40	100.0	35.0	52.5	10.0	2.5	30.0	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	108	99.1	26.0	51.9	16.3	5.8	42.3		
Disabled	12	100.0	75.0	25.0	0.0	0.0	8.3	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	120	99.2	31.0	49.1	14.7	5.2	38.8		
English Proficiency									
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	117	99.2	30.7	50.0	14.0	5.3	38.6		
Socio-Economic Status									
Subsidized meals	83	98.8	34.2	51.9	10.1	3.8	31.6	Yes	Yes
Full-pay meals	37	100.0	24.3	43.2	24.3	8.1	54.1		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	46	100.0	22.0	53.7	24.4	N/A	24.4
	Grade 4	42	100.0	55.0	32.5	12.5	N/A	12.5
	Grade 5	39	100.0	47.1	47.1	5.9	N/A	5.9
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	33	100.0	34.4	34.4	28.1	3.1	31.3
	Grade 4	46	100.0	38.6	43.2	18.2	N/A	18.2
	Grade 5	41	97.6	20.0	60.0	20.0	N/A	20.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	46	100.0	24.4	51.2	14.6	9.8	24.4
	Grade 4	42	100.0	47.5	40.0	10.0	2.5	12.5
	Grade 5	39	100.0	35.3	41.2	11.8	11.8	23.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	33	100.0	31.3	46.9	18.8	3.1	21.9
	Grade 4	46	100.0	38.6	43.2	11.4	6.8	18.2
	Grade 5	41	97.6	22.5	57.5	15.0	5.0	20.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 246)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	1.3%	N/A	3.4%	2.7%
Attendance rate	97.0%	Up from 96.3%	96.1%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%		5.0%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%		3.5%	3.5%
Eligible for gifted and talented	14.6%	Up from 13.2%	11.8%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	1.3%	Down from 2.4%	9.5%	8.2%
Older than usual for grade	0.4%	N/A	1.2%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 16)				
Teachers with advanced degrees	50.0%	Up from 46.7%	47.9%	51.4%
Continuing contract teachers	87.5%	Up from 80.0%	88.1%	87.5%
Highly qualified teachers**	90.0%	N/A	95.8%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	89.8%	Up from 85.9%	86.5%	86.7%
Teacher attendance rate	95.7%	Up from 94.6%	94.5%	94.9%
Average teacher salary	\$39,777	Up 2.6%	\$40,013	\$40,760
Prof. development days/teacher	22.4 days	Up from 13.8 days	13.5 days	12.4 days

School				
Principal's years at school	1.0	Down from 5.0	4.0	4.0
Student-teacher ratio in core subjects	18.9 to 1	Down from 19.1 to 1	18.6 to 1	18.9 to 1
Prime instructional time	89.4%	Down from 89.6%	89.3%	90.0%
Dollars spent per pupil*	\$6,384	Up 19.7%	\$6,024	\$6,044
Percent of expenditures for teacher salaries*	57.9%	Down from 63.7%	66.0%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	100.0%	92.0%
Highly qualified teachers in high poverty schools**	93.8%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The 2003-2004 school year was a productive one at Alma Elementary with the support of the PTO, SIC, parent volunteers, mentors, business partners, and businesses. Students and teachers worked hard.

We had great parental participation in our Title One Weekly Parenting Sessions, Fall Harvest Festival, Terrific Kids Assembly, and After-School Parenting Workshops. Our students participated in Student Council, Lt. Governor's Writing Contest, Junior Beta Club, and several community service projects throughout the school year.

Our teachers and staff are committed to students as evidenced by their willingness to work in the after-school or morning programs. They also participated in a State Department of Education study, "Curriculum Calibration," to examine our curriculum and assure alignment to standards. Many of our teachers worked towards advanced degrees, received grants, and presented at local and state professional conferences.

A fourth grade teacher was the first to become nationally board certified.

Our school wrote and received a South Carolina Reading First Grant. Our teachers have received extensive staff development in comprehensive reading programs. Materials have been purchased and programs developed to implement a reading program to ensure all children read successfully by the end of the third grade. We continue to implement activities with students, teachers, parents, and community members that awarded us the Exemplary Writing Award. We continued the 21st Century Community Learning Center grant which provided academic assistance and homework help to 100 students.

At Alma Elementary School, education is a team effort, and we are glad that you are part of our team. You are encouraged to come and visit our school to see first hand how parent involvement, teacher dedication, and industrious students make a successful school.

Jean B. Brewington, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	17	37	27
Percent satisfied with learning environment	94.1%	100.0%	96.3%
Percent satisfied with social and physical environment	70.6%	89.2%	81.5%
Percent satisfied with home-school relations	70.6%	97.3%	88.9%

*Only students at the highest elementary school grade level at this school and their parents were included.